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ABSTRACT

Almost from its inception, Sheffield City Polytechnic has operated a system whereby each academic department allocates to every student a "personal tutor," who provides academic, professional, and personal assistance throughout the student's course of study. In 1988-89, in response to fiscal constraints, a number of departments made no formal allocation of personal tutors, relying instead on academic tutors to fulfill their role. In an effort to prepare academic tutors to meet these expectations, the college initiated a number of projects, including an in-house course on student support and tutoring; seminars/workshops bringing together academic and student support practitioners; and the preparation of an information packet for academic staff. In addition, the college undertook a study of student support services, focusing on the academic tutors with responsibility for students' first year of study. Interviews with personnel in every department revealed that sometimes the least experienced faculty had responsibility for providing student support. With case loads of up to 200 students, many of the tutors felt overburdened, especially facing students with major personal problems, such as family violence, pregnancy, and ill-health. Many tutors felt inadequately prepared or unwilling to deal with these problems. Asked about possible staff development, the staff requested briefing and support. Before selecting an approach to staff development, colleges should determine which model of student services best reflects their own programs. Predominant models include the pastoral care or "in loco parentis" model; the professional student services model; the curriculum model which bases student support within academic departments; and the personnel management model, in which the institution assumes responsibility for aspects of employee (i.e., student) welfare and training. (JMC)

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INITIATING A PROGRAMME OF STAFF DEVELOPMENT

John Earwaker
Sheffield City Polytechnic

Paper presented to the 4th International Conference on the First Year Experience, St. Andrews, Scotland, July 10-14, 1989.

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Paper presented to the
Fourth International Conference on the First Year Experience
University of St Andrews, 10-14 July 1989

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1. Background: Student Support at Sheffield City Polytechnic.

Like many UK institutions of higher education, Sheffield City Polytechnic has, almost from its inception, operated a 'personal tutor' system as a matter of institutional policy. Each academic department has been required to allocate every student to a 'personal tutor', who could be any member of academic staff in the department. It is the job of this tutor to initiate contact with the student and to keep in touch throughout the duration of the student's course. This has been understood to be part of the normal teaching commitment; it has been given official recognition on the basis that the personal tutor might spend approximately 7½ minutes per week with each individual student. In practice, this has meant that a member of teaching staff formally required to teach up to a maximum of 14 hours per week would typically have this effectively reduced to 12½ hours per week in respect of a personal tutorial allocation of 12 students. This system has operated in every department of the polytechnic for nearly 20 years.

A few departments have modified the scheme in a number of respects. For instance, a department with two major courses staffed by distinct teaching teams has chosen to allocate students to staff teaching on their particular course, rather than randomly though the department, although others have insisted that there is value in students having personal tutors who are not directly involved in the course they are following. Again, departments have often made use of personal tutors to fulfil other roles, such as to visit the student on their industrial placement. Efforts have sometimes been made to allocate women students to women tutors wherever possible, or to identify students potentially 'at risk' and to allocate them to a particularly conscientious or helpful tutor. But by and large allocation has been random, usually according to alphabetical order in the first place, and although very

occasionally changes have been made by request (as when one party complains of a 'personality clash') and more often as a result of staff changes, it would be true to say that most students have had the same personal tutor for the whole of their 3 or 4 year course.

Obviously a scheme like this relies on both tutors and students making efforts to contact eachother and to remain in touch; it is bound to be patchy in its operation. Equally, because the role has never been closely defined, there are dangers that it may be either under- or over-played. On the one hand, contact may be minimal, a mere formality only; the bottom line is the formal requirement that the personal tutor should at least be sufficiently in touch with the student's personal circumstances to be able to present any mitigating factors to the Board of Examiners. On the other hand, some staff have offered their personal students an attentiveness and availability (even friendship) far exceeding what has been formally required of them. Inevitably, some tutors are perceived as more approachable than others, and as more willing to respond positively with help or advice. Yet it has long been acknowledged by teaching staff that their teaching role carries with it a responsibility to become personally involved with students at least to some degree, and that it is inappropriate to make sharp distinctions between the academic, professional and personal help that they may be able to provide.

Whatever one might say about this system from a student support perspective, from an administrator's point of view it appears wasteful of teaching resources. It is as if, out of approximately 750 staff, 80 or so were devoting all their time to chatting informally to students. It has been clear for some time that, under current financial conditions this level of resourcing cannot possibly be sustained. While for the time being it remains Polytechnic policy that, wherever possible, students should be formally allocated to personal tutors, it is understood that some departments may find it quite impossible to do this, and may have to rely on less formal arrangements.

In the past academic year a number of departments have, for the first time, made no formal allocation of personal tutors. In some cases this has been done with genuine regret, and even an explicit apology to students that this could no longer be resourced. In other cases, resources (i.e. time allocations) have been shifted to other support systems, such as the Course Leader or the Year Tutors, in acknowledgement that in the absence of a personal tutorial system they are likely to find themselves burdened with a more demanding support role. In a few cases, departments have taken the opportunity to re-think their strategy for student support, and have devised schemes of their own. These vary widely: identifying one or more members of staff to take on a quasi-counselling role on behalf of the department; recognising the key importance of the Year Tutor, and especially the First Year Tutor,in student support; making

explicit that the core team of tutors for a given course have this kind of responsibility between them. In some cases there appears to be little or no time allocation, so that the system works - if it works - on the tutor's good will and sense of professional responsibility. In a few cases there is a notional allocation of time, but only a small fraction of what was previously devoted to this. There are now several First Year Tutors, for instance, with responsibility for over 100 students, who are attempting to fulfil, as best they can, the role of personal tutor for the whole year group; hardly surprisingly, they have found it impossible to meet expectations. This, then, is the background to the project now to be described.

2. The Project: to initiate appropriate staff devt.

It will be clear from the foregoing that the prevailing model of student support owed a great deal to traditional ways of organising higher education in the UK. It is a 'collegiate' model, in that it makes assumptions about the ready availability of teaching staff, which is presumed to be such as to allow students to 'pop in' to see tutors fairly casually. It becomes unworkable, or is at least under some strain, when teaching staff are located on different teaching sites, when they are employed only part-time in the institution, or when they are too busy to allow for such casual, informal contact. It also assumes that the tutor is older and wiser than the student, and that the student needs, wants and appreciates the kind of help offered. Quite apart from resourcing problems there are issues that might be raised about the appropriateness of this model in a situation where the student is an adult, has long since become independent of his or her parents, and has in many cases more experience of life than the tutor. This is not to say that mature students do not need support; on the contrary, as institutions like Sheffield City Polytechnic recruit an increasing number of academically unprepared students it becomes more and more necessary to deal sensitively with a wider range of matters. But it is to say that the personal tutorial system was designed for a very different set of circumstances. What is now required is to devise more appropriate responses to the changed situation.

As a first step, the author of this paper has been seconded to examine these issues with a view to initiating a programme of staff development. Initially, it was suggested that this should consist of a series of staff workshops and seminars which would offer opportunities for the enhancement of skills to staff most heavily involved in student counselling and advising. In further discussions this suggestion was developed into a several quite specific projects, most of which are now under way. They may be listed as follows:

- the development of a systematic investigation, focused on First Year Tutors, which would provide an overview of the provision of student support through the institution. This enquiry is seen as fundamental to the whole enterprise. Tape-recorded interviews with key staff have been undertaken, using a structured framework of questions. An interim account of what these interviews have revealed to date is given below. The research is ongoing.

- the development of an in-house course for academic staff on the subject of Student Support and Tutoring. This is to be a major part of a new study programme leading to the award of Certificate/Diploma in Professional Studies in Education and Training, which begins October 1989. Each unit of study is at M-level, so that in due course it can constitute a Master's Programme.

- a series of 'ad hoc' seminars and workshops aimed at: bringing together interested practioners from academic staff and Student Services staff; raising awareness of student support issues throughout the institution; developing the interests and the abilities of staff; initiating discussion of alternative systems of student support; and contributing to the formation of institutional policy. The first initiative of this sort will be a 2½ day Staff Consultation in September 1989

- the preparation of a briefing pack of information for academic staff, giving them details of central services available to students and staff within the institution, together with some external bodies who might appropriately be contacted direct. The pack would also include some suggestions about why, when and how a student might be referred to someone else. There is clearly a need for some such briefing pack; equally there is a danger that it might be thought to be all that was required, thereby undercutting not only the initiatives towards better preparation and training for student support but also more radical approaches to reviewing policies and procedures. At present this part of the programme awaits development.

- the organisation of a student competition to elicit first person accounts of 'the student experience'. This is to be launched in October 1989. While it will be targetted primarily towards incoming students to describe and reflect on their initial experience of higher education, it will also be open to continuing students who wish to look back on their experience. It has a number of purposes: to encourage students to recognise that their perceptions are valued; to generate material which could be of use in staff training sessions; to give 'the student experience' a higher profile within the institution, and to raise consciousness about the importance of the student's own perspective.

- finally, the presentation of a report to the Polytechnic's Academic Board on completion of the project, based on research carried out and including specific recommendations.

3. The Staff Interviews so far.

The procedure for the investigation was first to identify key staff in each department, secondly to develop a structured framework of questions, and thirdly to interview each named lecturer. It is necessary to point out that the staff most closely involved in supporting students are not always senior staff; quite the opposite in fact. By focusing this enquiry on tutors with responsibility for the first year of each major course it has become very clear that these are sometimes the most junior and least experienced members of their departments. This investigation, therefore, is providing a unique insight into the workings of the institution at ground level. When completed, this project will have probed into virtually every department of the polytechnic, and will have investigated the student support arrangements for all undergraduate programmes offered in the institution.

What is already most striking is the extent to which these academic staff find themselves facing students with major personal problems. Both the scale and severity of the students' difficulties are surprising, in some cases startling. Tutors were asked to give some examples of the sort of matters that routinely occurred. One responded immediately by referring to recent cases of family violence, sexual harrassment, bereavement, divorce, ill-health and disability; he has responsibility for only 24 students. At the other extreme is a member of staff conscientiously making himself available to over 200 first year students, who feels himself totally overwhelmed by the task; he mentioned a number of cases of acute personal distress, but readily admitted that the problems he saw were probably the tip of an iceberg, the majority only coming to light when student's non-attendance was noted, by which time it was often too late to give effective help. On his course, there were problems associated with alcohol misuse, several unplanned pregnancies, and particular problems associated with ethnic minority students. More typically, another lecturer who is first year tutor to a course of 85 students, mentioned ill-health, family bereavements and parental divorce, alongside academic and study problems, as matters that cropped up nearly every week in some form or other.

Clearly courses are different, and have different problems; this is likely to be related to the characteristics of the student group, which in some cases may consist almost entirely of 18 year old males, and in others include a large number of female mature students many of whom have child-care problems. Many students are heavily in debt, yet financial problems do

not appear to be spread evenly throughout the student body; equally there are reasons to question whether, in certain contexts, the same state of affairs even constitutes a problem at all.

What is a matter of particular concern is that tutors feel themselves inadequately prepared to discuss some of these matters. One young male lecturer voices his anxiety about one particular problem:

> "Every year there will be two, three, maybe four pregnancies, that people on the course come and tell me about. It surprised me when it first happened, the first year I was here, that they would come and tell me about it, but they do. Very regularly. I found that very difficult to deal with.....These are not problems I've encountered much in the past.....At first I just didn't know where to go. It was an aspect of the job I hadn't anticipated. As I've been longer in it I think I've perhaps thought it out a bit more. But I still recognise my need for support of some sort. Certainly the first pregnancy, the first girl who came to tell me she was pregnant, I didn't know what to say."

But we should not assume that such awkwardness is confined to lecturers who are male and relatively young. One woman lecturer in her forties says:

> "The thing that I'm actually dreading arising, and I would have to step back from this immediately, is if I had a girl coming to say that she was pregnant. I would find that extremely difficult because my own personal feelings about abortion would be very difficult I think - to actually lay objectively all the options out, and I think I would have to act immediately to step back from that, and say 'Look you must go and see somebody else, for advice on this'."

Another younger lecturer, asked what sort of problems had cropped up in his experience, first mentions relatively minor problems, e.g. of adjustment to the course, problems of non-traditional students, and clarification of procedural matters, and then cites examples of a whole range of personal problems, including relationship difficulties, some serious medical conditions, and two cases of "very serious" psychological problems. This is a new member of staff who has responsibility for 58 students, and has only been working in the insitution for 6 months.

It is possible that some tutors are much more open to students' problems than others, and perhaps encourage students to unburden themselves to them. Yet even someone who disclaims any inclination to get involved with students' problems is readily able to give a long list of examples where student support has been necessary:

"Illness, yes..... Somebody has something like glandular fever - to start with they probably don't realise they've got it - and what they've got is this lethargy, this inability to drive themselves. Very often they see themselves as being lazy, and that's not good, because of their own esteem. They get worried thinking 'I'm lazy', and getting behind and getting more worried..... Other problems are things like an Asian student - he had problems with his hearing at one time, but his biggest problem seemed to be that his family were trying to marry him with someone else who he wasn't at all sure about. His concentration was diminished."

"There are some problems with home life. Parents ill. And the daughter is always expected to go back and help - to some extent, you know. They worry about things like that..... We had problems with one student - his wife decided to move....., and he was wanting to do this course here. I was never sure of the truth of the situation. I didn't know whether he was telling me the truth.... There's another student - not very happy about being failed on his first year and had to resit it. For a long time he was very bitter about the Polytechnic. So generally speaking he just....I think he called in to see a lot of different people, to tell them what he didn't like about it!"

Here is a tutor who, without any eagerness on his part, is routinely drawn into a whole series of quite thorny human problems, all of them potentially quite serious for the people concerned. The examples he gives are drawn from the last two or three years.

A few tutors feel very reluctant to get involved in students' personal lives. This does not, apparently, mean that they do not do so, only that they experience it as a heavy additional burden. One tutor even expressed some resentment at this aspect of the job, which he does not find enjoyable or particularly rewarding. He wishes students would "stand on their own two feet and not come to us all the time". But this is not a typical view. Most tutors, rather than criticising students for overstepping the mark or being incapable of ordering their own lives, tend to blame themselves for not drawing a clear enough or firm enough line between academic assistance and personal support.

One tutor tells me that he has never had a year with so many and such serious social problems. He wonders whether, as he gets older, and so less of a 'sexual' threat and more of a father-figure, students find it easier to unburden themselves onto him. Students come and talk to him "with alarming regularity"; he says he feels quite weighed down by this.

"I try to keep it as professional and distant a relationship as possible, and don't really want to know what their problems are unless it starts really affecting their work".

But despite this resolve he finds it impossible to carry out his teaching and administrative roles properly without the personal life of the student constantly encroaching.

"I ask them to bring their work in and we talk about it... When other people are around you tend to temper it, but I'll actually say I'm sorry but you're grossly underachieving - you know, put it very straight on the line. I'll say you're not working efficiently. And why aren't you working efficiently? Boom! Then suddenly you find you're talking about their parents' divorce and the sordid details of what's happening here. And why. And you think 'Do I really want to know this?' I suppose the answer is I shouldn't ask the question 'Why aren't you working properly?'. But it's not sufficient just to say 'You're not working', is it, from a professional point of view?"

The same tutor, asked to cite some typical problems, responds like this:

"If I just list what has happened to me in the last fortnight. I've got one girl who's getting beaten up by her live-in man, and I referred her to the counsellor. I've got one who's involved in a rather nasty sexual harassment case in halls of residence - who's involved with the police. And also having got all that on her shoulders she's lost her grandma. So she's in a turmoil. I've got another one whose parents have just gone through a particularly nasty divorce, and both parents seem to be visiting all the problems on the girl. So she doesn't know which way is up - she just sits there. I've got one who's got a health problem, incapable of working - continual headaches. I've got another one who's got physical incapacity. And it just goes on and on and on..."

One way in which courses are different is in the amount of peer-support they provide. On a large course it is possible for one student to confide, at the end of a year, that although she gets on alright with everybody, she hasn't made any close friends. That experience contrasts sharply with this comment from a first year tutor with responsibility for a small and tightly-knit group of all-female paramedical trainees:

"Everyone seems very motivated here. It may be just that they're in contact with other people much more. So if they've got problems about what they do it doesn't have time to build up. They're talking about it and they realise that everybody else is in the same boat. It clears up their problem just by being in contact with people, and socialising more with their peers....."

Most of the comments quoted above were made by young and relatively inexperienced lecturers. But here is a comment from a course leader of considerable experience, asked to give examples of the sort of problems he has had to deal with:

> "Well, we've had everything. The most extreme problem we've had to deal with was a student on a malicious wounding charge, who also owed his bank a couple of thousand pounds, and whose girl-friend was pregnant at the same time. Now that sort of severity's quite rare, but we get people who for a variety of reasons don't settle in, and quite often they are homesick. They are insecure, and it manifests itself in all sorts of ways. I mean, 'I'm not very keen on the course' or 'I've lost motivation' - all this sort of thing. So that's quite common."

The same tutor notes a marked difference between mature students and the younger ones straight from school:

> "Mature students don't have problems. They like to come and talk to you, they're quite time-consuming in that respect, but they don't have problems in the sense that they come to you with a problem they can't handle. Most mature students can handle their problems..... These are not our problems. It's the 18 year old who's suddenly had the prop removed."

Significantly, this member of staff was referring to a Science course. The author's own experience with Social Science courses would suggest, on the contrary, that many mature students are people with quite heavy problems, and often not very good at coping with them. Typically they are recruited from backgrounds where motivation and commitment has been problematic, rather than simply lack of opportunity. Possibly late entrants to Science courses tend to be an unusually determined and well organised group.

The picture that begins to emerge is of student support becoming concentrated in fewer hands, and being experienced as something of a burden. When discussing possible staff development with a few exceptions the staff interviewed have been asking in the first place not for training in counselling skills but for briefing and for support. Staff who have a heavy commitment to student support are clearly in great need of being supported themselves. Several of them, when asked about this, speak appreciatively of their own sources of support - usually a spouse, friend or colleague, with whom they can confer and in whom they can confide. A number make use of the student counselling service and the polytechnic chaplaincy not simply as agencies to which students might be referred but more importantly as sources of support for themselves. The suggestion that 'Who supports the supporters?' is a key question is invariably greeted with nods of approval.

To this one might add that there is a particular problem for relatively new staff (analogous, perhaps, to that of first year students?) who are unlikely to have their own support systems in place, and who have everything to learn about the polytechnic and its workings. If responsibility for incoming students has to be given to newly-arrived staff then at the very least they must be given some systematic preparation for this task.

This relates, of course, to the low status accorded to student support. Several staff interviewed comment that the pressures on them are all pulling in the opposite direction. These pressures do not of course originate from within the institution, but are external to it. It is not that the polytechnic does not value student support or consider it important; rather, it is compelled to take it for granted for the time being in order to put a stronger emphasis on the need to develop new sources of income generation. Thus there is a strong sense that student support is something done from humanitarian rather than utilitarian motives, which suggests that UK institutions of higher education have yet to learn from the American experience that there is a commercial pay-off in good student support systems.

4. A Possible Theoretical Framework

It is now possible to distinguish a number of different approaches to student support, and it may be helpful to attempt to set them out systematically to provide a more coherent theoretical framework. Each is necessarily something of a caricature, since the purpose is simply to separate out different strands of thinking about student support.

a) The Pastoral Care Model

The traditional way of organising student support through a 'personal tutorial' system may be seen as the typical 'pastoral care' response to perceived students' needs. This tradition derives from the peculiarly English style of higher education developed in the ancient universities, rooted in religious assumptions and developed into 'collegiate' structures. University education on the mainland of Europe did not develop in the same way, and owes more to the idea of the wandering scholar sitting (for a time) at the feet of a 'master'. But the English universities set great store by the idea of a community of scholars, learning together and from eachother, and always with a strong implication of personal responsibility for the learner. On the face of it, the most unlikely place to find this tradition continued is in a modern polytechnic; yet even here it is possible to discern traces of the Cambridge tradition of 'the moral tutor', whose job it is to keep an eye on his young charges and see they come to no serious harm. In

its origins it is a 'pastoral' responsibility, of the kind exercised by ministers of religion.

If student support is conceived in this kind of way, it is natural to suppose that all teachers in higher education have this kind of 'moral' responsibility for 'pastoral care' simply by virtue of their profession, and to assume that every tutor is, in however diluted a sense, 'in loco parentis'. It is reasonable, then, to expect virtually all academic staff of an institution of higher education to take on some kind of 'personal tutor' role, however informally structured, whether officially recognised and resourced or not. It follows that if teaching staff feel ill-equipped or ill-prepared for this role, then they need appropriate training and support to ensure that the tradition can, in some form or other, continue. It is obvious that in practical terms the model fits less and less well when applied to newer, secular, larger and more complex institutions; where the tutor may be younger than the student, where either or both of them may be part-time, and where the likelihood of them meeting outside classroom hours is reduced to vanishing point. Yet as an idea this model still has force, and is not yet very widely or sharply challenged. There might still be segments of even the most modern institutions where it could be wholly appropriate and fully effective.

b) The Service Model

Notwithstanding the afterglow of the traditional 'pastoral care' concept, which as an ideal was always more specifically affirmed in the university sector, public institutions of higher education in the UK have had to develop, additionally, Departments of Student Services staffed by professionals in counselling, careers guidance, medical and accommodation services, etc. These central, institutionally-based services are by definition professionally competent and specialised. Although they are there to complement and support the amateurish efforts of teaching staff to provide student support, they are chiefly seen as agencies to which students may, in extremis, be referred. The model that is operative here is quite a different one, and is in fact somewhat at odds with the notion that pastoral care is exercised within academic departments. Its logic is revealed in the occasional impatient comment of teaching staff that if only the central services could be expanded and strengthened they would then be able to get on with their "proper job". The professionals, too, however much they say they wish to support and cooperate with academic staff, are driven by the logic of their position towards a 'service' concept. They offer a service to clients, and the provision of this service is assisted by teaching staff who know they are there, what they can do, when they are available and how to refer students to them. Lecturers who expect too much of them, or too little, or worst of all attempt to operate independently and amateurishly, impede the system. Academic

staff need training, not so much to provide student support themselves, but to know where it can be found.

c) The Curriculum Model

Any system which relies largely on student self-referral runs into the difficulty that students are often reluctant to approach complete strangers until their problem is becoming quite serious. They may be slow to recognise that they have a problem, or they may not recognise it as a problem of a certain sort. The great advantage of locating student support within academic departments, rather than in bolt-on agencies which are necessarily marginal to the institution itself, is that they come into contact, naturally and easily, with all students. If we wish to have certain levels of help available to students 'as a matter of course', it is sensible to locate it within the course itself. Up to now there has been very little in British higher education to correspond with this model, though the level of interest in the University 101 concept, which epitomises this model, suggests that course-based support systems may now begin to appear. According to this model, the student support is delivered through the course itself. In large, multi-site institutions, notions of 'extra-curricular' contact between students and their tutors is often simply impossible to organise, so there are strong practical reasons for prefering this model; it may be the only effective way to deliver student support.

This does not mean that the curriculum content has to be closely defined. University 101 is primarily a method and a set of goals. For this reason, staff development is crucial. At its minimum, such a system might not amount to very much more than a personal tutorial system working as it should, except for the way in which it is given unambiguous institutional backing, regular spots on the timetable, and a coherent and consistent philosophy. But it still needs to be held together by initial staff training and continuing staff development within the course team.

d) The Personnel Management Model

It is perhaps possible to detect, developing concurrently with the Curriculum Model, another very different approach to student support. According to this point of view, any institution of higher education may be seen primarily as a workplace where a large number of people spend their time. Some are students, some are teachers, others are servicing staff, and so on. All have needs of various kinds; all need various kinds of support, some all the time, some at crisis points. Any institution which aims to run efficiently (there is no need to bring in notions of moral responsibility or mutual 'care') has to make certain provision for the welfare of the workforce.

In the past the 'personnel function' of a higher education institution has been assumed to consist in certain bureacratic aspects of employees' welfare and training. Administrators with 'personnel' responsibilities have divided their work into two sections: matters concerning teaching staff and matters concerning non-teaching staff. It never occurred to anyone to suggest that students were personnel too.

It is now possible to see two related developments:

(i) a recognition that many facilities can best be provided for everyone in the institution, staff and students, and

(ii) a blurring of the distinction between what we have traditionally called staff development and staff training; (putting under one head, for instance, the allocation of funds to allow office secretaries to upgrade their word-processing skills and the secondment of members of academic staff to study for higher degrees).

On this view, there is no rationale for talking about student support separately from staff support. The case for providing support to tutors is not that they are, in turn, providing support to students ('Who is supporting the supporters?'), but, more simply, that they are people too. On the Personnel Model, an efficient institution has built-in suppoirt mechanisms at every level so that support permeates the whole organisation. It is not something done by some members to other members, but something which the whole institution, mutually, does to itself. It is not something bolted-on as an 'extra' for emergencies or extreme cases, but available for everybody, as a matter of course, and delivered through structural arrangements built into the way the whole place operates. As such, the idea is closely related to that of human resources management, and to the business ideas popularised by Professor Tom Peters about how <u>it pays</u> to listen to the front-line worker. It is advocated because it makes hard commercial sense, not because of any moral considerations.

The purpose of offering this analysis into four different models is not of course to suggest that, as described, they are simply separate options. Clearly all these models are operative to some degree or other in most institutions of higher education. However, if it is conceded that these models do represent radically different ways of looking at student support, it must surely be admitted that each carries rather different implications for staff development. It follows that any institution in which these elements are all present, may in the short term need to adopt the various strategies for staff development corresponding to each of them, and in the long term to make hard choices as to the direction in which to go in the future.

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